COURSE OUTLINE

(1) GENERAL

SCHOOL	Sciences and Engineering		
ACADEMIC UNIT	Computer Science		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	**COMP-101**	**SEMESTER**	**Fall, Spring**
COURSE TITLE	DIGITAL LITERARY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	2.5	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General knowledge, skills development
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of this course, students will be able to:

1. Use contemporary software applications to create and manage documents, spreadsheets, and presentations.
2. Analyze and visualize data.
3. Identify and apply cybersecurity best practices to protect personal and organizational data.
4. Evaluate the credibility of digital information sources and identify bias and misinformation.
5. Explain the principles and applications of generative AI and large language models (LLMs).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism

Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Working independently
Team work
Project planning and management
Respect for difference and multiculturalism
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

1. **Introduction to Digital Literacy and Ethics**
    - Definition and significance of digital literacy in the modern world.
    - Overview of essential digital skills (e.g., navigating operating systems, basic troubleshooting).
    - Ethical considerations in the use of digital tools and data.
2. **Word Processing**
    - Advanced formatting and editing techniques.
    - Collaboration features and version control.
    - Creating and managing templates.
    - References and Table of Content.
3. **Presentation Design**
    - Design principles for effective presentations.
    - Integrating multimedia and interactive elements.
    - Using templates and themes.
    - Collaboration and sharing features.
4. **Spreadsheets**
    - Data entry, formulas, and functions.
    - Data visualization techniques.
    - Basic data analysis and built-in tools to summarize and interpret data.
    - Collaboration and sharing features.
    - Current trends in spreadsheet software.
5. **Digital Collaboration and Project Management**
    - Features and best practices for remote collaboration (e.g., Microsoft Teams, Slack).
    - Tools and techniques for managing digital projects.
    - Agile and other project management methodologies.
    - Case studies and real-world applications.
6. **Cybersecurity Fundamentals**
    - Understanding common cybersecurity threats (e.g., phishing, malware).
    - Best practices for personal and organizational security.
    - Identifying and mitigating vulnerabilities.
    - Current trends in cybersecurity.
7. **Social Media and Online Presence**
    - Leveraging social media for professional development.
    - Building and maintaining a professional online presence.
    - Best practices for effective communication on social media.
    - Managing privacy and security on social media platforms.
    - Current trends in social media and online presence.
8. **Information Literacy**

- Criteria for evaluating the credibility of online information.
- Identifying bias and misinformation.
- Effective online research strategies.
- Using academic databases and citation management tools.
- Current trends in information literacy.

9. **Artificial Intelligence (AI)**
   - Introduction to AI and Machine Learning.
   - Overview of generative AI technologies and Large Language Models (LLMs).
   - Applications and ethical considerations of LLMs.
   - Hands-on activities with AI tools and platforms.
   - Current trends in AI.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and practical work
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Quizzes and exams, practical assignments and projects, participation in class discussions and group activities, peer reviews and reflective essays.

Activity	Semester workload
Lecturers and demonstrations	20
Individual and group work in class	15
Other assignments/activities	55
Preparation	25
Exams	5
Course total	120

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Τίτλος	**Συγγραφέας**	**Εκδοτικός Οίκος**	**Έτος**	**ISBN**
Digital Citizenship Toolkit	Editor: Michelle Schwartz	Ryerson University		

				International License; https://pressbooks.library.torontomu.ca/digcit/
Technology in Action, 18th ed.	Evans A., Martin K., Poatsy M.A.	Pearson	2024	
Computing Essentials 2025	O'Leary T., O'Leary L., O'Leary D.	McGraw Hill	2025	9781265700171
Exploring Microsoft 365, Introductory 2021	Series editor Poatsy, M.A.	Pearson	2023	9780137693795

- Related academic journals: